WORKFORCE DEVELOPMENT FUND

2024-25 PROGRAM GUIDELINES

Workforce Education Department

Washington State Board for Community and Technical Colleges

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Olympia, WA 98504

SBCTC.edu

The Washington State Board for Community and Technical Colleges reserves the right to make changes to this document due to, but not limited to, federal, state, or local legislation or policy changes.

Deadlines and Milestones

Milestone	Dates (subject to change)
Applications available in OGMS	February 15, 2024
Application Webinar (optional; will be recorded)	February 22, 2024
Applications due in OGMS	April 4, 2024
Applicants notified of approval status	Prior to July 1, 2024
Final approval given	Prior to July 1, 2024
Allocations begin	July 1, 2024

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Overview

The State Board for Community and Technical Colleges (SBCTC) is committed to helping industry thrive and expand in Washington State and to continue the development of a skilled workforce. The allocated resources will support the continued alignment of education and training programs with current industry practice and employee recruitment needs.

Workforce Development Funds

This funding is to support one-time projects that are necessary to meet changing needs and expectations of industry and/or prospective students, or to support local workforce and economic development initiatives.

Past project best practices have addressed:

- Changes in education and training programs.

- Changes due to industry structural adjustments, emergence of new skill requirements for the industry, new technology, regulations, credentialing standards of industry.

- Changes to educational delivery modes, technology, remote/hybrid instruction, badging or other innovations in credentialing.

- Changes that require faculty training and/or return-to-industry to support efforts to revise instructional materials; faculty training must be inclusive of adjunct faculty.

Successful proposals must do one or more of the following:

- Support the transition, redesign, or adjustment of workforce education and training programs to meet the changing needs and expectations of industry (e.g., new competencies, articulation agreements, career pathways, competency-based credentials, badging/micro-credentials, new technology, etc.);

- Support the transition, redesign, or adjustment of instructional programs to meet changing needs and expectations of prospective students for how instructional programs are delivered (e.g., hybrid, remote, virtual, asynchronous);

- Create, support, or streamline local workforce and economic development initiatives (e.g., creation of a new training program designed to address emergent or future industry needs); and/or

- Support and expand workforce development partnerships among employers, education and training providers, and workers.

Invest in Washington Funds

New in FY25, Invest in Washington funding has been added to the Workforce Development Fund, pending appropriation to SBCTC in the supplemental operating budget. This funding enhances the Workforce Development Fund by approximately $92,000 to meet the specifications of the Invest in Washington Account, RCW 82.85.070. Priority will be given to projects designed to accomplish one or more of the priorities specific to manufacturing and production occupations. Priority points will be awarded to proposals that meet these criteria, provided the minimum requirements described in Appendix A are also met.

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- Support customized training, job skills, job readiness training, workforce professional development, and/or to assist employers with state-approved registered apprenticeship programs specifically for manufacturing and production occupations.

Applicant Guidelines

This document contains information, criteria, and application materials needed to apply for the 2024-25 Workforce Development funds. Only applications and budgets submitted through Online Grant Management System (OGMS) will be considered for funding.

Who May Apply

- Public community and technical colleges, as defined under RCW 28B.50.030, and Centers of Excellence (COE), as codified under RCW 28B.50.902, may apply for funding.

- Colleges may submit only one application as an individual institution or as the lead institution of a consortium.

- Applications are allowed from both a Center of Excellence (COE) and, separately, from their host college.

- Applications from a COE should be in a separate OGMS application but submitted through its host college.

While a COE can submit applications separately, and colleges may participate in more than one consortium, the review panel will be cautious about awarding funding for multiple projects to one institution.

If applying as part of a consortium, the application must indicate which college will be operating as the lead institution. Lead institutions are the responsible fiscal and reporting entity for the project.

Consortium applications must clearly demonstrate how the activities of the individual members, or pooling of resources support a common goal. Each letter of assurance from participating colleges should speak to the roles and responsibilities of the college.

Proposals will be assessed against published criteria. Please review carefully for required elements before submitting a proposal.

How to Apply

Colleges must submit proposals via OGMS no later than *April 4, 2024 at 11:55 p.m.* Applications submitted after the deadline will not be accepted. SBCTC staff is available for assistance until 4:00 p.m. on April 4, 2024.

Note: If equipment is requested as part of the proposal, the application must include the required equipment list as an attachment to the proposal. A template for listing equipment is included in the budget attachment. The OGMS equipment budget line item and the equipment list information should be consistent.

Informational Webinar

An informational webinar will be provided on Thursday, February 22 at 9:30 a.m. for prospective applicants. Information about the webinar will be included in the funding announcement sent to the system and on the program webpage (link: https://www.sbctc.edu/colleges-staff/grants/workforce-development-funds.aspx).

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Disclaimer

SBCTC reserves the right to refrain from granting to any or all applicants. Additionally, SBCTC reserves the right to add additional grant requirements to applicants meeting minimum criteria to receive funds but that are deemed to be higher risk grantees. Additional requirements may include, but are not limited to, additional reporting requirements or additional monitoring to assess the applicant's ability to adhere to grant requirements. Any additional requirements will be outlined for individual applicants prior to applicants accepting any resulting grant funding.

Application Review Process

An application review panel will be convened to assess each of the proposals that meet minimum criteria to be considered for funding. The review panel will make recommendations to the State Board based on the criteria established in Appendix A.

Recommendations will be forwarded to the State Board for final approval. Colleges will be notified via OGMS regarding proposal status prior to July 1, 2024.

Application Guidance

In preparing the application, please consider the following items:

- Review panel members come from a variety of professional backgrounds. Please do not assume that panel members are familiar with community & technical college initiatives, funding, or acronyms.

- Consider the amount of detail needed to provide a compelling reason for a panel to recommend funding this project. Ideal proposals provide the detail needed to understand what efforts the money will go to while not distracting panel members with non-related information.

- Who, What, When, Where, How and Why are a viable framework for approaching what information to present.

- Be clear about what you want to do and why it is important.

- While there may be some questions that appear duplicative, the questions are built in such a way to allow for information to build upon previous detail. Providing the identical answer from an earlier question is not recommended.

- Use Appendix A: Review Criteria as a checklist for your proposal.

OGMS Requirements

The following is required to be considered a complete application in OGMS:

- If a consortium project, letters of assurance from all the consortium colleges identifying their commitment to supporting the project's completion and deliverables through their participation. These letters must address each college's respective role and responsibilities in the project.

- Budget, including narrative page and information on leveraged resources.

  - If applying as a consortium, the OGMS budget must be the budget total for the entire

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project. This must be supported with an attachment that breaks out the budget by college and line item.

- Administration costs may not exceed 10% of the total budget.

- If equipment is requested as part of the proposal, the application must include the required equipment list as an attachment to the proposal. An equipment list template is included in the budget file. The OGMS equipment budget line item and the equipment list information should be consistent. Given the limited funding available, colleges are encouraged to keep requests for equipment modest.

Specific items to address in OGMS narrative Sections:

Section 1

- Short description of the project — define the primary goal and outcomes to be achieved.

- Type of proposal — select whether the project is to support workforce education and training programs or to support priorities for manufacturing and production occupations (Invest in Washington).

- Instructional program information, if applicable — provide both the Title, CIP, and ctcLink PLANCODE

  Note: For projects that target specific professional-technical program(s) whose codes are not in ctcLink yet, submit proof that a Notice of Intent has been submitted no later than the proposal deadline.

- Detailed description of the project, including statement of need, project goals, and deliverables (outcomes).

- List all project partners, as well as a description of their roles and responsibilities:

  - Identify industry partner(s) (labor union, employer, or groups of workers and/or employers), local Economic Development Council, and/or local Workforce Development Council.

  - Identify all relevant internal (college) and external partners. Internal partners may include, but are not limited to, faculty, program directors, deans, curriculum committee(s), student groups or association(s), advising, and/or program advisory committee(s). Please note: Faculty development projects must be made available to adjunct instructors and should include adjunct participation in the development.

  - For consortium applications, all consortium members and the lead institution must be identified.

Section 2

- Description of the workforce problem/need you are addressing with this project and how/why the project will address the problem/need. Please refer to the descriptions on page 4 of these guidelines to ensure your project is well aligned with one or more of the required funding areas.

Note: For projects that address Invest in Washington priorities, make sure you clearly describe how activities will support customized training, job skills, job readiness training, workforce professional

development, and/or assist employers with state-approved apprenticeship programs specifically for manufacturing and production occupations.

- Description of how the project advances one or more of the college system's strategic plan goals, as detailed at https://www.sbctc.edu/about/agency/initiatives-projects/strategic-plan/strategic-plan-goals-strategies and summarized below:
  The strategic plan identifies three goals:

  - Increase access and retention among populations who can benefit the most from college. This includes young adults, working adults, low-income people, people of color, immigrants and refugees, individuals with disabilities, LGBTQ+ identifying individuals, rural residents, and single parents. We must be intentional in eliminating inequities in college access and retention for students institutionally marginalized in higher education.

  - Improve completion and transfer rates for all enrolled students across all types of programs and credentials — workforce degrees, transfer degrees, certificates, apprenticeships, and bachelor's degrees. We aim to improve completion rates across-the-board for all students and to improve completion rates faster for students of color. Students must also receive necessary guidance and support about how to efficiently transfer to continue their educational journeys.

  - Provide flexible career-training options that are responsive to the needs of businesses and industries, offer Washingtonians access to well-paying jobs and career mobility, and lead to a more resilient and diverse workforce.

  - Secure resources and develop systemwide strategies to support colleges' financial sustainability and resiliency.

Section 3

- A project timeline identifying major milestones/activities for the grant year. Note: All project activities, including equipment delivery and installation, must be completed no later than June 30, 2025, with no exceptions or extensions.

- Describe the project's capacity for long-term, systemic impact and sustainability after the grant year.

Section 5

- Describe the leveraged resources supporting the proposed project. In alignment with statewide goals to leverage public/private investments, proposals with high leveraged resources from private industry receive preference for funding.

  - Leveraged resources made by external partners: Examples of leveraged resources include, but are not limited to, the contribution of time, space, materials/consumables, equipment and/or tuition resources made by external partners to directly meet project outcomes.

  - Leveraged resources provided by industry to support faculty development: Leveraged resources may include industry sponsorship of faculty returns-to-industry for professional development, or the contribution of time, space, access to technology, and/or industry-provided mentorship and professional development activities.

  - Leveraged resources made by the college: Examples of internally leveraged resources

include, but are not limited to, institutional general funds and college foundation commitments.

Funding

Funding for approved applications will be allocated to colleges. Funding becomes available July 1, 2024 and expires June 30, 2025. Funds do not extend beyond the end of the fiscal year (June 30, 2024). Please work with your college's business office to access these funds.

Funding available for 2024-25 totals $1,592,000. The SBCTC will fund projects in the range of $25,000 to $150,000 per proposal. A project that includes more than one community or technical college may apply for funding in excess of $150,000. Consortium proposals may not exceed $500,000.

- No less than $92,000 of the total funding must be awarded to an "Invest In Washington" project(s) that supports customized training, job skills, job readiness training, workforce professional development, and/or to assist employers with state-approved apprenticeship programs specifically for manufacturing and production occupations.

The review panel and SBCTC reserve the right to scale proposals as needed. Funding is subject to the amount of available resources.

Any necessary capital equipment purchases must receive approval prior to purchase. Capital equipment is defined as any item that has a per unit cost of $5000 or more. This approval may be facilitated during the application review process. Please be sure to include all proposed equipment purchases in the equipment template provided in the budget file. Note: Any post-approval modifications to equipment lists during the fiscal year must be submitted via email for approval.

When developing proposals, colleges should give strong consideration to the intent of the funding, and the total funding available for all projects in order to best demonstrate the practicality of the proposal.

Reporting Requirements

A mid-year status report is due to the SBCTC by January 24, 2025. The SBCTC will provide a template that identifies the minimum items to address in the report.

A final report, inventory lists (as applicable), and artifacts from the project are due to the SBCTC by July 20, 2025. The SBCTC will provide a template that identifies the minimum items to address in the report.

Grantees will work with the State Board to share lessons learned with the college system via printed materials, a web-based forum and/or in-person at a Workforce Education Council meeting.

Open Licensing Policy Requirement

The SBCTC requires that all digital software, educational resources, and knowledge produced as part of this competitive funding be placed under the Attribution license from Creative Commons. This license allows others to use, distribute, and create derivative works based upon the digital works, while still allowing authors to receive credit for their efforts.

Please take the time to read the license at Creative Commons. If awarded Workforce Development funds, you must agree to allow the SBCTC to distribute the digital software, educational resources, and knowledge created through this funding under the terms of the Creative Commons Attribution

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APPENDIX A: Review Criteria Worksheet

Applicant Name(s) (college, consortium, or Center of Excellence):
Project Title:
Type of proposal:

Part 1: Minimum Requirements to Qualify for Review

Scale: Meets or Does Not Meet Criteria. Proposals must "meet the criteria" in all items to be considered for funding.

Criteria	Standard	Notes
Proposal contains all elements required in OGMS.	☐ Meets Criteria ☐ Does Not Meet Criteria	
If a consortium proposal, letters of assurance are provided from all consortium colleges.	☐ Meets Criteria ☐ Does Not Meet Criteria	
Program(s) meets the requirements regarding Program Inventory or Notice of Intent (as applicable).	☐ Meets Criteria ☐ Does Not Meet Criteria	
Proposal assurances document uploaded into the OGMS system and contains the required signature(s).	☐ Meets Criteria ☐ Does Not Meet Criteria	
Proposal includes the required budget information.	☐ Meets Criteria ☐ Does Not Meet Criteria	
Proposal includes required equipment information (if applicable).	☐ Meets Criteria ☐ Does Not Meet Criteria	

Part 2: Proposal Evaluation Criteria

Scale: 1-5 scale where 1 represents the LOWEST possible score and 5 represents the HIGHEST possible score for each given criterion.

- 1 = Does not meet the criteria. Information is incomplete or otherwise not suitable for consideration.

- 2 = Information is present, but incomplete or inadequate for evaluation purposes. Additional details would be needed in order to fully evaluate.

- 3 = Adequately meets the criteria and is suitable for consideration.

- 4 = Meets the criteria, provides a good amount of detail, and provides a good plan for achieving enrollment goals. Recommended for consideration.

- 5 = Exceeds the criteria, is detailed and complete, and provides a thorough plan for achieving enrollment goals. Highly recommended for consideration.
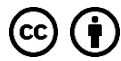
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Criteria	Scale	Examples of how criteria can be demonstrated	Notes
1. Description, statement of need, goals, and deliverables	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	Detail in OGMS, Section 1: • Content in sections 1.1 through 1.7 provide clear information about the needs for the project, what the project is, and the goals and deliverables that will result from the project. • Content in sections 1.1 through 1.7 indicate that the scope and scale of the project is well-aligned to the statement of need, in that reviewer believes the approach to the project has a high likelihood of making meaningful impacts on the problem/need.	
2. Partners, roles and responsibilities	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	Detail in in OGMS section 1.8 and in letter(s) of support: • Content in section 1.8 and evidence in letter(s) of support indicate a high level of commitment of partners, and indicate that partners have clarity about their roles and responsibilities.	

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Criteria	Scale	Examples of how criteria can be demonstrated	Notes
3. Theory of Change: How the project addresses specific skill gaps or other pressing workforce needs of industry, prospective students, and/or professional-technical program(s)	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	Detail in OGMS, section 2.1: • Content in section 2.1 demonstrates a well-reasoned concept about how the project will address the needs described in Section 1. • Content in section 2.1 is well-aligned to the descriptions of proposal categories on page 4 of the program guidelines.	
4. Invest in Washington Priorities	☐ 0 ☐ 10	Detail in OGMS, section 2.1: • The project's outcomes will meet the skilled workforce needs of manufacturing and production employers through supporting customized training, job-specific skills, job readiness training, workforce professional development, and/or to assist employers with state-approved apprenticeship programs specifically for manufacturing and production occupations	
5. System strategic goals	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	Detail in OGMS, section 2.2: • Content in section 2.2 demonstrates alignment with advancing one or more system strategic plan goals.	

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Criteria	Scale	Examples of how criteria can be demonstrated	Notes
6. Timeline and long-term impact	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	Detail in OGMS, sections 3.1 and 3.2: • Steps to implement the proposal are logical, clear, and sufficiently detailed to indicate likelihood of success. • The timeline demonstrates an understanding of the complexities of orchestrating all elements of developing a new program or expanding an existing program. • The description of the project's capacity for long-term, systemic impact and sustainability is strong and demonstrates a high potential for longer-term positive impacts.	
7. Budget, equipment list (if applicable), and budget narrative	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	Detail in OGMS, section 4 and attached budget worksheet and equipment list (if applicable). • Funds requested are well-aligned to the project as it's described. Proposed expenditures track logically to the statement of need, timeline, and leveraged resources (if any).	

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Criteria	Scale	Examples of how criteria can be demonstrated	Notes
8. Leveraged resources and their source(s)	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	OGMS section 5.1 and 5.2. • Proposals with high leveraged resources from private industry receive preference for funding. • The resources to be leveraged are well-aligned to the needs and project activities, and indicate a high level of partner and/or college buy-in to the project and its outcomes.	

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